

Student Name _____

Teacher Name _____

School _____

System _____

ENGLISH I

Item Sampler



Tennessee End of Course Assessment

English I Form 1

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a solid black rectangular background.

PEARSON

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Contents

Introduction to English I	4
Content of tests	4
Test development	4
Test administration	4
Tips for Taking the Test.....	5
Preparing for the test.....	5
Before the test	5
During the test.....	5
Directions for Using the Item Sampler	6
English I Item Sampler	7
Answer Key with Performance Indicator	39
Answer Key with Reporting Category and Performance Indicator.....	45

Introduction to English I

Content of tests

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

Test development

For the *Tennessee End of Course Assessment*, a staff of writers – composed of both teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

Test administration

Tennessee End of Course Assessments are given to students as they near the end of courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The English I test has been designed to be administered in one session and is not timed.* The first 15 minutes are set aside to complete identifying data on the answer sheet.

I* The English I test formerly featured a 110-minute time limit.

Tips for Taking the Test

Preparing for the test

- Review this Tennessee End of Course Item Sampler for English I carefully and thoroughly.
- Acquire the ELSA Tennessee End of Course Practice Test for English I, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Directions for Using the Item Sampler

This Item Sampler for English I provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the End of Course Assessment Practice Test English I should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 39. Use it to check your answers. Review items that you get wrong.

Read the speech and answer questions 1 through 8.

Protesting Cuts to Youth Program

Thank you for the opportunity to address the city council. I came to express my opposition to the proposed cuts to the city's Summer Youth Employment and Activities Program. I personally benefited from the program since my early school days. I hope that relating my experience and the doors it opened for me will convince you of the importance of maintaining this program.

I first took part in the Summer Youth Employment and Activities program after second grade. My parents enrolled my older brother and me in a half-day camp. The camp offered arts and crafts, sports, and science experiments. Those weekly experiments excited my interest in becoming a scientist someday. In elementary school, I had only a basic textbook education in science, so until the camp, I had never really seen the concepts in practice.

As important as the friendships and educational experiences at the camp were, its benefits to my family were greater. The year I entered second grade, my younger sister started kindergarten. Until then, the cost of day care prevented my mother from working. My mother began work at a part-time job and was usually home by the time school ended. Because day care was expensive during the summer months when there was no school, the youth program gave my mother a low-cost option for our care.

Many of those that enroll children in the summer camp mirror our family's situation. According to the camp director, nearly half of the children who attend during the summer come from families in which both parents have careers. In most cases, she said, the parents noted that sending the children to the camp was, not only more fun for them than a babysitter, but also less costly.

As we grew older, the program's activities for 12 to 14-year-olds offered sports leagues, stage productions, and weekly field trips to local pools, museums, the zoo, and even an amusement park. These supervised activities kept children who were too young to work from getting bored. According to a recent article in our local newspaper, boredom leads to dangerous activities that cause summer play accidents and resulted in increased visits to the emergency room.

Perhaps most beneficial, though, was the job I received through the youth employment portion of the program. The director of the program interviews all applicants, which helps teenagers practice for real job interviews. Yet, at the same time, the director uses it to determine an applicant's particular skills and interests. To my delight, the first job in which the program placed me was as a results recorder in a scientific research company's laboratory. I cannot tell you how much I learned from the scientists who work there. I am now more interested in science than ever and plan to have a career in chemistry. In addition, several of the scientists for whom I recorded results offered to write letters of recommendation for college and scholarship programs for me.

Teenagers are not the only group for whom the Youth Employment Program jobs are beneficial. As I see it, the whole city benefits from employing students. It gives us money to spend at local stores, movie theaters, restaurants, etc. Since the program provides jobs to several thousand teenagers, a large amount of money is spent in the community and helps the local businesses.

Surely, my points show how beneficial the Summer Youth Employment and Activities Program has been to my family and me. It has helped us financially, academically, and has likely given me an advantage in my professional career. At the same time, it stimulates the economy of this city. Therefore, I hope that you will reconsider planned cutbacks to this program.

Reporting Category: Communication and Media

Performance Indicator: 3001.2.1 Identify the thesis and main points of a challenging speech.

1. Which sentence from the speech states the thesis?

- ☐ A I hope that relating my experience and the doors it opened for me will convince you of the importance of maintaining this program.
- ☐ B As important as the friendships and educational experiences at the camp were, its benefits to my family were greater.
- ☐ C I cannot tell you how much I learned from the scientists who work there.
- ☐ D As I see it, the whole city benefits from employing students.

Performance Indicator: 3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

2. How is information in the speech organized?

- ☐ A sequential
- ☐ B classification
- ☐ C problem-solution
- ☐ D comparison-contrast

Reporting Category: Logic

Numbers 3 through 6

Performance Indicator: 3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.

3. Which point is the speaker's strongest argument?

- ☐ A The program is more fun for children than time with a babysitter.
- ☐ B The program costs less than regular summer day-care programs.
- ☐ C The program offers arts and crafts as well as science experiments.
- ☐ D The program prepares students for work and places them in real jobs.

Performance Indicator: 3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

4. Which sentence from the speech suggests that the speaker is sensitive to the financial challenges that working parents face?

- ☐ A Because day care was expensive during the summer months when there was no school, the youth program gave my mother a low-cost option for our care.
- ☐ B According to the camp director, nearly half of the children who attend during the summer come from families in which both parents have careers.
- ☐ C In addition, several of the scientists for whom I recorded results offered to write letters of recommendation for college and scholarship programs for me.
- ☐ D Since the program provides jobs to several thousand teenagers, a large amount of money is spent in the community and helps the local businesses.

Performance Indicator: 3001.5.10 Identify a false premise in text.

5. Based on the speech, which statement is a false premise?

- ☐ A The summer camp offers a variety of activities that benefit the children who attend.
- ☐ B Working parents find that the program is helpful because it provides low cost child care.
- ☐ C All young people who attend the youth employment portion of the program will find jobs and receive scholarships for college.
- ☐ D The summer program helps the economy of the city by providing jobs to some of the youth who participate in the youth employment program.

Performance Indicator: 3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).

6. Which persuasive device does the speaker employ?

- ☐ A testimonial
- ☐ B bandwagon
- ☐ C loaded words
- ☐ D personal attack

Reporting Category: Writing and Research
Numbers 7 through 7

Performance Indicator: 3001.3.13 Select the proper format to convey a set of work-related information.

7.

Read this scenario.

The director of the community center receives a grant to fund the summer activities and youth programs for the following year.

What is the best way to inform local students that the summer youth programs will continue?

- ☐ A phone calls
- ☐ B e-mail alerts
- ☐ C written letters
- ☐ D school assemblies

Reporting Category: Communication and Media
Numbers 8 through 8

Performance Indicator: 3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

8.

To best engage the audience the speaker should

- ☐ A speak quickly in a conversational tone.
- ☐ B look directly into the audience while speaking.
- ☐ C speak loudly without changing the tone of voice.
- ☐ D read the main points of the speech from note cards.

Read the folk tale and answer questions 9 through 15.

A Tale of Two Neighbors

There once was a discontented old woman who envied her neighbor. The neighbor's cows were fat and made milk so rich and thick that it brought customers from all over the country. Her own cows were skinny and made sour milk that matched the expression perpetually on the old woman's face.

The neighbor often smiled across the fence and called out, "Isn't this a glorious morning, neighbor?" as she milked her fat cows.

The grumpy old woman would offer a false smile and bow her head to her own milking while hissing to herself, "Surely, it is a good morning for someone whose farm is so prosperous. She is laughing at my hardship!" The woman ground her teeth and fed her heart bitter lies about her neighbor that soon felt like truth, as lies often do. The old woman grew to loathe the sight of her neighbor's fat, productive cows and detested her neighbor's happy, glowing face.

One night, the old woman awoke to a wild storm raging across the ink black sky. She sat up in her bed, her heart pounding in her ears as loud as the thunder crashing outside. Without her oil lamp lit, she could see nothing except blackness surrounding her. However, her ears picked out the faint sound of bellowing through the noise of the storm: *mooooo*! No doubt the storm had terrified the cows, and if she was not careful, their milk would dry up in their fear. The woman cocked her head to one side and listened more carefully, realizing the mooing sounded too far away to be her own cows. No, indeed, it must be her neighbor's cows bellowing in distress. Surely, her neighbor must be away from home, or she would have gone to soothe them herself. For a moment, she considered going out to them, but then a terrible, wicked thought occurred to her.

If her neighbor's cows were too afraid, they might run away or make less-delicious milk, if they were able to make any at all. The tormenting smile of her neighbor would falter when her financial hold on the milk market ended. The bellowing was already growing fainter; perhaps they had already escaped. A small smile slid across the old woman's lips as she snuggled into her bed to sleep through the rest of the storm.

The next morning, the old woman woke up with a start, threw back her covers, tossed on a threadbare robe, and ran out to her yard. She was anxious to see what happened to her neighbor's cows, but then she stopped, her jaw hanging.

Her own cows were gone. A wide hole showed in the fence. They had crashed through it. The bellowing she heard last night was not from her neighbor's cows. They had been her own. With her heart in her throat, the old woman ran over to her neighbor's house. Her cows might be skinny and make sour milk, but they were all she had.

The neighbor did not answer her door, and the old woman was about to return home when she heard the sounds of singing coming from the barn. The woman followed the sound like a mouse following bread crumbs.

When the old woman pushed open the barn door, an astounding sight met her eyes. Fat cows and skinny cows, all mixed together, stood warm and cozy in her neighbor's barn. All of the cows surrounded the neighbor, who sang to them, sweeter than any bird. Then the neighbor saw her, smiled, and said, "I'm so glad you have come for your cows! I'm sure they have missed you, but I have tried to keep them comfortable!" The neighbor stood, clearly exhausted from watching over their animals all night long in the warm barn with the scent of hay filling the air. Shame burst through the old woman, making her knees tremble.

"Thank you," cried the old woman, wishing she had never thought such terrible things about her neighbor. "Allow me to give you one of my cows in repayment. They are skinny and sour, but they are all I have to offer."

The neighbor shook her head and replied, "Your cows are not sour; they are simply not as healthy as they will be one day, but I cannot take one of them. Neighbors help take care of each other, my friend."

The old woman had never allowed herself to believe her neighbor could be so sincerely kind, but she could not deny the truth. From that day on, the old woman sang to her cows and was a good neighbor. Her cows grew to be healthy and beautiful, as did the old woman herself.

Reporting Category: Literature

Numbers 9 through 12

Performance Indicator: 3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).

9. **What is the effect of telling this story from the old woman's point of view?**

- ☐ A It creates a sympathetic main character.
- ☐ B It develops a believable resolution.
- ☐ C It provides a steadier mood.
- ☐ D It creates a clearer theme.

Performance Indicator: 3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).

10. **Which sentence from the folk tale uses foreshadowing?**

- ☐ A Her own cows were skinny and made sour milk that matched the expression perpetually on the old woman's face.
- ☐ B No doubt the storm had terrified the cows, and if she was not careful, their milk would dry up in their fear.
- ☐ C The tormenting smile of her neighbor would falter when her financial hold on the milk market ended.
- ☐ D The woman followed the sound like a mouse following bread crumbs.

Reporting Category: Writing and Research

Performance Indicator: 3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.

11. Which sentence from the story **best** indicates that it is set in the past?

- ☐ A One night, the old woman awoke to a wild storm raging across the ink black sky.
- ☐ B She sat up in her bed, her heart pounding in her ears as loud as the thunder crashing outside.
- ☐ C Without her oil lamp lit, she could see nothing except blackness surrounding her.
- ☐ D Surely her neighbor must be away from home or she would have gone to soothe them herself.

Performance Indicator: 3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).

12. Read this sentence from the folk tale.

However, her ears picked out the faint sound of bellowing through the noise of the storm: *moooooo!*

Which literary element is used in this sentence?

- ☐ A rhyme
- ☐ B repetition
- ☐ C alliteration
- ☐ D onomatopoeia

Performance Indicator: 3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

13. Read these sentences from the folk tale.

Her own cows were gone. A wide hole showed in the fence. They had crashed through it.

Which revision **best** combines the sentences?

- ☐ A A wide hole showed in the fence where her cows had crashed, but they were gone.
- ☐ B Her own cows were gone, and a wide hole showed where they had crashed through the fence.
- ☐ C They had crashed through the fence, leaving a wide hole in the fence, and her own cows were gone.
- ☐ D Her own cows were gone, a wide hole showed in the fence in the place they had crashed through it.

Performance Indicator: 3001.4.1 Select the research topic with the highest degree of focus.

14. Which research topic has the highest degree of focus?

- ☐ A Which equipment harvests milk most cost-effectively?
- ☐ B Which skills are necessary to become a dairy farmer?
- ☐ C Which type of cow produces the most milk?
- ☐ D Which inventions improved dairy farming?

Reporting Category: Communication and Media
Numbers 15 through 15

Performance Indicator: 3001.2.3 Distinguish between a critique and a summary.

15.

Read this paragraph from a report about the folk tale.

The folktale, "A Tale of Two Neighbors," is about a bitter old woman who resents that her neighbor's cows are better than hers. When she thinks the neighbor's cows are frightened during a storm, she refuses to help them, in hopes that their milk will be ruined. However, it is her own cows that have escaped and her neighbor ends up helping them. The old woman learns to be a good neighbor and a much happier person.

The paragraph is a summary, not a critique, because it

- ☐ A avoids expressing an opinion.
- ☐ B avoids explaining the moral lesson.
- ☐ C describes the main events in detail.
- ☐ D describes the attitude of the main character.

Reporting Category: Language
Numbers 16 through 18

Performance Indicator: 3001.1.3 Use a variety of techniques to correct sentence fragments.

16.

Read this excerpt from a student report.

Given the health benefits of exercise. It is no wonder that physical education is a required course at many schools.

What is the best way to revise the underlined section to correct the sentence fragment?

- ☐ A exercise; it is
- ☐ B exercise it is
- ☐ C exercise: it is
- ☐ D exercise, it is

Performance Indicator: 3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.

17.

Which sentence uses the correct pronoun based on the antecedent?

- ☐ **A** Running to catch the bus, neither David nor Enrique stopped to see if he remembered to pack his homework.
- ☐ **B** A few of the girls volunteered to stay after school to see if she could help Mr. Winter to set up the art show.
- ☐ **C** Coach Walker told the members of the swim team that each person had to do their best at the competition.
- ☐ **D** When the concert finally ended, all of the musicians bowed before he or she finally left the stage.

Performance Indicator: 3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

18.

Read this sentence.

Even though he was born in south carolina, andrew jackson is considered a famous tennessee resident because of his mansion, hermitage, near nashville.

Which revision, if any, is needed to correct the sentence?

- ☐ **A** Even though he was born in South Carolina, Andrew Jackson is considered a famous Tennessee resident because of his mansion, Hermitage, near Nashville.
- ☐ **B** Even though he was born in South Carolina, Andrew Jackson is considered a famous Tennessee resident because of his mansion, hermitage, near Nashville.
- ☐ **C** Even though he was born in South Carolina, Andrew Jackson is considered a famous Tennessee resident because of his mansion, Hermitage, near nashville.
- ☐ **D** Even though he was born in south carolina, Andrew Jackson is considered a famous Tennessee resident because of his mansion, hermitage, near Nashville.

Reporting Category: Writing and Research

Numbers 19 through 21

Performance Indicator: 3001.3.9 Identify a statement that reveals the writer's attitude.

19.

Read this paragraph.

When my best friend, Charlie, was young, he woke up early and played outside for hours every day. Charlie liked to climb trees and collect interesting rocks during his outdoor adventures. As he got older, he took long walks in the woods and along country roads. When I was young, I thought Charlie's interest in nature was strange. Today I realize that he valued something at a young age that has taken me years to appreciate.

Which sentence from the paragraph shows the author's attitude about his friend's interest in nature?

- ☐ A When my best friend, Charlie, was young, he woke up early and played outside for hours every day.
- ☐ B Charlie liked to climb trees and collect interesting rocks during his outdoor adventures.
- ☐ C As he got older, he took long walks in the woods and along country roads.
- ☐ D Today I realize that he valued something at a young age that has taken me years to appreciate.

Performance Indicator: 3001.3.11 Determine the writer's purpose in a writing sample.

20.

Read this paragraph.

If your high school does not offer a driver's education course, there is no need to worry. Many private companies offer driver's education and training. Finding a good driving school is easy if you follow these simple steps. First, ask friends and family for recommendations. Second, search online for driving schools in your area. Next, read the online reviews written by students who attended the schools. Based on the recommendations you receive and the reviews you read, it should be easy to choose the driving school that is best for you.

What is the author's main purpose for this paragraph?

- ☐ A to explain how to find a good driving school
- ☐ B to inform students about the importance of driving schools
- ☐ C to compare private driving schools to on-campus driver's education classes
- ☐ D to persuade students to take driver's education through a private company

Performance Indicator: 3001.4.2 Differentiate between primary and secondary sources.

21.

Which resource would provide a secondary source of information for research about American pioneers?

- ☐ **A** a photograph of a pioneer family building a log cabin
- ☐ **B** a guidebook from a museum display of pioneer crafts
- ☐ **C** a diary written by a pioneer girl during her journey west
- ☐ **D** a textbook from a one-room school serving pioneer children

Reporting Category: Communication and Media

Numbers 22 through 22

Performance Indicator: 3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

22.

Which method most effectively engages an audience in an oral presentation?

- ☐ **A** remaining still
- ☐ **B** speaking quickly
- ☐ **C** reading from notes
- ☐ **D** making eye contact

Read the rough draft of the following letter and answer questions 23 through 31. It may contain errors.

46421 River Ranch Road
Nashville, TN 37211

August 3, 2011

Mrs. Shannon Hoffman
23210 Winding Trail
Nashville, TN 37211

Dear Mrs. Hoffman,

- 1 My name is Melissa Robinson, and I am a sophomore at River Ranch Road High School. This fall, I am thrilled to be a member of the varsity volleyball team. Our Coach, Coach Samuels, told us that you were a member of the first volleyball team at our school. Our current team members have seen the pictures of your team that are displayed inside the athletic office of our school gymnasium your varsity team is still known as "The Super Spikers." Coach Samuels speaks very highly of you and your team members. He tells stories about how well you played and that you were excellent students and wonderful examples in our community when you were in high school.
- 2 Coach Samuels told us how you and your teammates were essential in starting the volleyball programs in our school district. Our team was most awed with how well you were able to raise funds to support the volleyball teams at River Ranch Road High School and River Ranch Road Middle School. He constantly reminds us "Creating passion for your sport early leads to success later."
- 3 We know that our program here at River Ranch Road High School is one of the best in the state of Tennessee. Our team players realize how fortunate we are. To be playing here with Coach Samuels. Other volleyball players in our area do not have the same resources available to them that we do here at River Ranch Road High School, largely due to your team's development of fundraising ideas. Our current team values the important part your team played in raising money to provide nets, balls, uniforms, and other resources to our school. We now hope to return the same contributions to our school.
- 4 Because you were significant in building this program, I hope you and your company will continue to support our school. Our team needs new uniforms, nets, and volleyballs. We are also hoping to raise enough money for the incoming freshmen to attend a weeklong volleyball camp.
- 5 If you assist us, you and your company will become our official team sponsor. We would proudly wear your company name across the front of our new uniforms, and the school administration will allow you to hang a company sign inside of our school gym. You will be happy to know that as players, they will gladly give back to the community. We will begin by helping with the volleyball programs at our local middle schools as unpaid assistant coaches. As Coach Samuels says, "The passion begins as early as middle school."
- 6 Any amount of money you donate to our program will be greatly appreciated. You more than anyone understand the value of how being part of a team benefits the young people in our community. Please contact either Coach Samuels or me in the athletic office at River Ranch Road High School with your decision. Thank you so much for considering our request.

Sincerely,
Melissa Robinson

Reporting Category: Language

Numbers 23 through 27

Performance Indicator: 3001.1.3 Use a variety of techniques to correct sentence fragments.

23.

Read this sentence from Paragraph 3 of the letter.

Our team players realize how fortunate we are. To be playing here with Coach Samuels.

What is the correct way to write the underlined section to avoid the sentence fragment?

- ☐ A we are to be
- ☐ B we are, to be
- ☐ C we are; to be
- ☐ D we are, and to be

Performance Indicator: 3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.

24.

Read this sentence from the letter.

You more than anyone understand the value of how being part of a team benefits the young people in our community.

Which revision shows correct comma usage?

- ☐ A You more than anyone, understand the value of how being part of a team benefits the young people in our community.
- ☐ B You, more than anyone, understand the value of how being part of a team benefits the young people in our community.
- ☐ C You, more than anyone understand the value, of how being part of a team benefits the young people in our community.
- ☐ D You, more than anyone understand the value, of how being part of a team benefits the young people, in our community.

Performance Indicator: 3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.

25. **Read this sentence from the letter.**

Our current team members have seen the pictures of your team that are displayed inside the athletic office of our school gymnasium your varsity team is still known as "The Super Spikers."

How should the underlined part be revised to correct the run-on sentence?

- ☐ A school gymnasium and your varsity team
- ☐ B school gymnasium and, your varsity team
- ☐ C school gymnasium, and your varsity team
- ☐ D school gymnasium; And your varsity team

Performance Indicator: 3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).

26. **Read this sentence from the letter.**

You will be happy to know that as players, they will gladly give back to the community.

Which pronoun is the best replacement for the underlined word?

- ☐ A it
- ☐ B we
- ☐ C you
- ☐ D them

Performance Indicator: 3001.1.10 Recognize the correct placement of end marks with quotation marks.

27. **Read this sentence from Paragraph 2 of the letter.**

He constantly reminds us "Creating passion for your sport early leads to success later."

What is the correct way to punctuate this sentence?

- ☐ A He constantly reminds us, "Creating passion for your sport early leads to success later."
- ☐ B He constantly reminds us, "Creating passion for your sport early leads to success later".
- ☐ C He constantly reminds us", Creating passion for your sport early leads to success later."
- ☐ D He constantly reminds us "Creating passion for your sport early leads to success later".

Reporting Category: Writing and Research

Numbers 28 through 34

Performance Indicator: 3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

28. **Which transitional sentence would best connect Paragraphs 3 and 4 of the letter?**

- ☐ A However, I understand how busy you are as a business person.
- ☐ B Today I am writing to you seeking support for our organization.
- ☐ C Likewise, I feel that the accomplishments of our teams are similar.
- ☐ D Someday I hope you will be able to attend one of our volleyball games.

Performance Indicator: 3001.3.9 Identify a statement that reveals the writer's attitude.

29.

Which sentence from the passage best shows the author's attitude about supporting the community?

- ☐ A This fall, I am thrilled to be a member of the varsity volleyball team.
- ☐ B We now hope to return the same contributions to our school.
- ☐ C Our team needs new uniforms, nets, and volleyballs.
- ☐ D If you assist us, you and your company will become our official team sponsor.

Performance Indicator: 3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.

30.

Read this sentence from Paragraph 5 of the letter.

We would proudly wear your company name across the front of our new uniforms, and the school administration will allow you to hang a company sign inside of our school gym.

Which word would be a more precise replacement for sign in the sentence?

- ☐ A certificate
- ☐ B document
- ☐ C publication
- ☐ D advertisement

Performance Indicator: 3001.3.13 Select the proper format to convey a set of work-related information.

31.

Read the scenario.

Coach Samuels receives a letter notifying him that the River Ranch Road High School volleyball team is invited to play an exhibition tournament this Saturday.

What is the most appropriate format for relaying the information to the players and their parents?

- ☐ A letter
- ☐ B e-mail
- ☐ C phone call
- ☐ D team meeting

Performance Indicator: 3001.4.4 Evaluate the validity of Web pages as sources of information.

32.

Which Web site would contain the most reliable information on a recent presidential candidate?

- ☐ A www.electme.com/vote_here
- ☐ B www.politics.gov/current_election
- ☐ C www.election.org/register_to_vote
- ☐ D www.university.edu/history_of_elections

Performance Indicator: 3001.4.6 Identify information that must be cited or attributed within a writing sample.

33.

Read an article Shelly wrote for the school newspaper:

(1) The "Eat Smart" campaign, recently started at our school, reminds students to consider how much sugar they consume, even from healthy sources such as juice. (2) Many people may not be aware of how much sugar fruit juice actually contains. (3) For example, most of my friends tell me that they specifically choose juice because they think it is healthier than soda. (4) Nutrition experts point out that fruit juice is high in nutrients such as Vitamin C, folate, and potassium. (5) However, if you look at the nutrition label on a bottle of fruit juice, you will see that it contains a lot of sugar too.

Which sentence from the article includes information that should be cited?

- ☐ A sentence 1
- ☐ B sentence 2
- ☐ C sentence 4
- ☐ D sentence 5

Performance Indicator: 3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

34.

Read these sentences.

(1) A tiger's stripes will hide the tiger in the deep jungle habitat, while a lion's yellowish coat matches the sandy terrain the lion calls home. (2) Lions and tigers are two examples of large, wild felines. (3) Although their appearances differ significantly, they have much in common. (4) Both cats use their coats as camouflage in their specific environments.

Which order rearranges the sentences into a comparison-contrast organizational pattern?

- ☐ A 2, 3, 4, 1
- ☐ B 1, 2, 4, 3
- ☐ C 2, 1, 3, 4
- ☐ D 1, 3, 2, 4

Reporting Category: Language

Numbers 35 through 35

Performance Indicator: 3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.

35.

Read the sentence.

Devon's teacher suggested that he buttress the argument in his essay by including quotations from several experts.

What does buttress mean in this sentence?

- ☐ A to start over
- ☐ B to make longer
- ☐ C to provide support
- ☐ D to correct something

Read the short story and answer questions 36 through 42.

Duct Tape Can Fix Anything . . . Almost

Mia and Sherry huddled closer as the water rushed around them. Looking out from her perch in the homemade boat, Mia scanned the crowd lining the riverbank. She smiled as she caught the eye of her mother and Sherry's dad, who were jumping and clapping along with the other spectators. Mia took a deep breath and adjusted the safety helmet and life jacket she was wearing. The air seemed to be electrified with excitement. As the official on the river bank raised his starting flag, Mia knew this was going to be an adventure. She just hoped the boat stayed in one piece.

Thinking back, Mia remembered the day Sherry had approached her with the idea of entering the Twin River Park paper boat race. Mia had never heard of such a thing. Imagine building a boat out of nothing but cardboard and duct tape! Was it even possible? After some friendly teasing from Sherry and a little online research, the girls decided it sounded like the perfect challenge for a couple of sixteen-year-old friends.

For two weeks they had researched, designed, cut, and taped. Their final version was very rustic. If there was a more poorly constructed flotation device in the entire world, Mia had never seen it. It looked like a cross between an old canoe and the cardboard forts she used to make as a child. However, both girls found their spirits lifted upon testing the water tightness of the craft in a wading pool belonging to Sherry's little brother.

"Well," Sherry had said hopefully, "she may not look like a glass carriage, but at least she stays afloat."

Mia had shrugged her shoulders, a look of concern on her face. "Yeah. Let's just hope she doesn't turn into a pumpkin before we make it down the river."

The starting flag waved in the air, reminding Mia to focus on the race. "Paddle!" she shouted to Sherry, and both girls dug ferociously into the water with their oars.

The Twin River was moving quickly, and the girls were shoulder to shoulder with other competitors. As they continued to paddle in unison, they slowly moved into the lead. They maintained fast, steady strokes as the river narrowed, funneling them into a limestone-walled chute of fast-flowing, white-capping water.

Mia was not sure if the roaring in her ears was from the rushing water surrounding them or her own blood coursing through her veins. There was no doubt, however, that this was the most exciting adventure she had experienced in her life.

"We're doing great!" Sherry shouted from behind. "Keep paddling!"

Mia and Sherry continued to dig and pull, dig and pull into the thrillingly cool waters. Mia's muscles began to burn from the effort. As they cleared the chute, Mia saw Sherry's hand come up next to her face and point downriver. Following Sherry's finger, Mia smiled as the black-and-white checkered banner indicating the finish line came into view.

The smile faded, however, when Mia noticed that her toes felt wet. Glancing down, she realized their wonderfully rugged boat was taking on water. Suddenly, Mia saw a flaw in their design. While they had completely sealed the exterior of their boat with duct tape, they had not been as careful with the interior. Their craft may have stayed afloat in a small pool, but it appeared that the raging waters had splashed into the boat, deteriorating the cardboard and allowing the boat to take on water.

"Sherry, we're in trouble!" Mia tried to sound serious, but she could not contain the giggle that rose out of her throat. Though the girls continued to paddle, the boat traveled slower and slower.

"Aw, say it ain't so!" Sherry hooted with laughter as the sides fell off and both girls were left scrambling to collect the soggy remnants of their beloved boat.

The girls were quickly joined by other teams whose boats met a similar fate. They swam out of the way of boats continuing on to the finish line. Held up by their life jackets, the girls clapped and cheered for each boat that crossed the finish line and those that did not.

When the last boat cleared the chute, Mia and Sherry hauled themselves and an armload of wet cardboard onto the shore. Looking down at the pitiful remains of their boat, Sherry said, "I cannot believe that we worked so hard, for so long, for . . . this." Mia giggled when Sherry wrung water out of the cardboard as if it were a wet rag.

Mia was grinning from ear to ear as she unfastened her helmet. "Yep. It was a complete disaster and I cannot wait to do it again next year."

Reporting Category: Writing and Research

Performance Indicator: 3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

36.

Read this excerpt from the short story.

Their final version was very rustic. If there was a more poorly constructed flotation device in the entire world, Mia had never seen it.

Which revision best combines these two sentences?

- ☐ A Their final version was very rustic because Mia had never seen a more poorly constructed flotation device.
- ☐ B Mia, having never seen a more poorly constructed flotation device, she thought that their final version was very rustic.
- ☐ C Mia had never seen a more poorly constructed flotation device in the entire world and she thought their final version was very rustic.
- ☐ D Their final version was so rustic that, had there ever been a more poorly constructed flotation device in the entire world, Mia had never seen it.

Reporting Category: Literature

Numbers 37 through 41

Performance Indicator: 3001.8.2 Differentiate among verbal, situational, and dramatic irony.

37. Read this excerpt from the short story.

Mia and Sherry continued to dig and pull, dig and pull into the thrillingly cool waters. Mia's muscles began to burn from the effort. As they cleared the chute, Mia saw Sherry's hand come up next to her face and point downriver. Following Sherry's finger, Mia smiled as the black-and-white checkered banner indicating the finish line came into view.

The smile faded, however, when Mia noticed that her toes felt wet. Glancing down, she realized their wonderfully rugged boat was taking on water. Suddenly, Mia saw a flaw in their design. While they had completely sealed the exterior of their boat with duct tape, they had not been as careful with the interior. Their craft may have stayed afloat in a small pool, but it appeared that the raging waters had splashed into the boat, deteriorating the cardboard and allowing the boat to take on water.

Which type of irony does the excerpt demonstrate?

- ☐ A verbal irony
- ☐ B dramatic irony
- ☐ C situational irony
- ☐ D no irony

Performance Indicator: 3001.8.7 Differentiate between mood and tone in poetry or prose.

38. Read these sentences from the short story.

Mia was not sure if the roaring in her ears was from the rushing water surrounding them or her own blood coursing through her veins. There was no doubt, however, that this was the most exciting adventure she had experienced in her life.

Which mood do these sentences create?

- ☐ A stressed
- ☐ B energized
- ☐ C amused
- ☐ D frustrated

Performance Indicator: 3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).

39. If this short story was set at an Olympic-size pool, which aspect of the plot would change?

- ☐ A the interaction with the other contestants
- ☐ B the suspense of nearing the finish line
- ☐ C the attitude of the main characters
- ☐ D the difficulty of the boat race

Performance Indicator: 3001.8.14 Identify classical, historical, and literary allusions in context.

40. Which sentence from the short story contains an allusion?

- ☐ A It looked like a cross between an old canoe and the cardboard forts she used to make as a child.
- ☐ B "Yeah. Let's just hope she doesn't turn into a pumpkin before we make it down the river."
- ☐ C The Twin River was moving quickly, and the girls were shoulder to shoulder with other competitors.
- ☐ D "Yep. It was a complete disaster and I cannot wait to do it again next year."

Performance Indicator: 3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

41. **During what plot stage does the reader realize that the boat is filling with water?**

- ☐ A climax
- ☐ B resolution
- ☐ C exposition
- ☐ D rising action

Reporting Category: Writing and Research
Numbers 42 through 42

Performance Indicator: 3001.4.1 Select the research topic with the highest degree of focus.

42. **Based on the short story, which is a highly focused research topic?**

- ☐ A methods for waterproofing a boat
- ☐ B ways to improve boat race times
- ☐ C the science of boat construction
- ☐ D the invention of adhesive tape

Reporting Category: Communication and Media

Numbers 43 through 43

Performance Indicator: 3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).

43.

Read this excerpt from Diego's speech at a school assembly.

Some of you have already shared your ideas regarding how we should spend the money we raised during the annual car wash fund-raiser. I have heard many good suggestions, including replacing our old athletic equipment, and getting a new computer for the library. However, I propose that we use the funds to plant trees on the school grounds. Some of you might point out that trees are not as fun to use as athletic equipment. Others might tell me that trees are not as useful as a new computer. However, trees will last long after our athletic equipment has worn out, and after our computers have become obsolete. Trees will remain long after we have graduated, and trees will provide beauty to the generations of students who come after us.

Which rhetorical device does Diego use in his speech?

- ☐ A analogy
- ☐ B hyperbole
- ☐ C repetition
- ☐ D parallelism

Reporting Category: Logic

Numbers 44 through 44

Performance Indicator: 3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.

44.

Read the review Tasha wrote about a school play.

(1) Our school play, *The Island*, was absolutely extraordinary, thanks largely to the talented stage crew, who brought the sights and sounds of a tropical island into our auditorium. (2) The crew used sand, shells, and life-like artificial palm trees to make the sets look exactly like a tropical island. (3) The crew also spent many hours locating and sometimes even making a number of really interesting stage props. (4) The creative sound effects of wind, waves, and wild animals made members of the audience forget they were sitting in an auditorium. (5) Even the costumes looked incredibly realistic, as if made from grass, palm leaves, and animal hides.

Which sentence from the review is Tasha's weakest argument?

- ☐ A sentence 2
- ☐ B sentence 3
- ☐ C sentence 4
- ☐ D sentence 5

Reporting Category: Communication and Media

Numbers 45 through 49

Performance Indicator: 3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

45.

Which strategy would be **most** effective for a group of students working together on a project?

- ☐ A listen respectfully to each group member
- ☐ B choose the most popular person to lead the group
- ☐ C give attention to the person who speaks the most
- ☐ D assign the most work to the smartest group member

Performance Indicator: 3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

46.

This photo will appear in a brochure for a local performing arts center.



Which element of the photo conveys enjoyment of music?

- ☐ A layout
- ☐ B graphics
- ☐ C camera angle
- ☐ D special effects

Read the speech and answer questions 47 through 53.

Vision Photography

Good morning! My name is Carla Moore, and I am a professional photographer with Vision Photography Studio. I have been a photographer at a master studio for ten years, and I am excited to speak to you today about the profession of photography.

Photographers are talented, driven, self-motivated individuals. We are artists who constantly observe the world around us. Sometimes we get paid, and sometimes we do not. We are never bored, though, and we never wish we had a different job. My objective today is to inform you about my career and encourage you to consider a summer internship with my company. I will explain why choosing our internship will greatly enhance your future career, no matter which profession you ultimately choose in your life.

As a summer intern, you will learn about quality photography equipment, photo-editing software, electronic portfolios, what it is like to work in a big studio, and business operations. A great photographer must be capable in all of these areas, and we will teach these skills to you.

To begin, as one of our interns, you will learn to use state-of-the-art photography equipment to enhance your picture-taking skills. You will become familiar with digital cameras, special lenses, filters, tripods, flash attachments, special lighting equipment, and high-quality photography printers. I remember one of the first times I placed a camera on a tripod. I failed to attach it correctly, and the camera fell right off in front of the family I was photographing. We want to make sure these incidents do not happen to you!

Secondly, you will learn to use cutting-edge editing software. Our studio has the most recent software on the market. You will help our professionals edit, crop, magnify, and enhance images with color corrections. The software will even create electronic portfolios for each client. You will use the software, along with your own creativity, to upload new client photos to the studio Web site. Our website will also provide you with a good opportunity to have contact with prospective clients.

Now, I will give you some specific information about our studio. We actually offer five different types of photography to our clients. We have portrait, commercial, scientific, news, and fine arts photography. We are one of the few studios in the state that provides all of these fields. That is why we can offer several internships during the summer. Our studio has a business office with several employees ready to teach you about the business side of photography. You will learn about advertising, scheduling appointments, purchasing supplies, pricing and billing, and the processes involved in mounting and framing finished photographs. These skills will be helpful to you in any professional environment you choose.

Finally, our internship offers something that other internships do not. Does the thought of working during the summer worry you? Do you think you might miss out on summer fun with your friends? Well, think again. Our studio offers flexible schedules so you can effectively budget your time between your internship and your social life. You can sign up to shadow photographers when you are available to work while still completing your required hours of training. We are even flexible enough to let you choose which events you would like to photograph. You can take your pick from local festivals and fairs, musical concerts, historical buildings, sporting events, weddings, parties, and many more events.

I highly encourage you to consider Vision Photography Studio for your summer internship. I am sure you can see why we absolutely love our jobs, and I hope you are excited about learning to become a photographer. So, make a decision to get involved in an internship experience that will truly change your life and enhance your future.

Performance Indicator: 3001.2.1 Identify the thesis and main points of a challenging speech.

47.

Which sentence is a main point of the speech?

- ☐ A We are artists who constantly observe the world around us.
- ☐ B We have portrait, commercial, scientific, news, and fine arts photography.
- ☐ C You will use the software, along with your own creativity, to upload new client photos to the studio Web site.
- ☐ D Our studio offers flexible schedules so you can effectively budget your time between your internship and your social life.

Performance Indicator: 3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

48.

Which structure does this speech use?

- ☐ A proposition—support
- ☐ B compare—contrast
- ☐ C problem—solution
- ☐ D cause—effect

Performance Indicator: 3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).

49. **Read this excerpt from the speech.**

I highly encourage you to consider Vision Photography Studio for your summer internship. I am sure you can see why we absolutely love our jobs, and I hope you are excited about learning to become a photographer. So, make a decision to get involved in an internship experience that will truly change your life and enhance your future.

Which rhetorical device is used in the excerpt?

- ☐ A simile
- ☐ B analogy
- ☐ C repetition
- ☐ D hyperbole

Reporting Category: Logic

Numbers 50 through 53

Performance Indicator: 3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).

50. **What is the primary persuasive device used in this speech?**

- ☐ A testimonial
- ☐ B bandwagon
- ☐ C snob appeal
- ☐ D loaded words

Performance Indicator: 3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

51. **Which sentence from the speech best shows the speaker's opinion of Vision Photography?**

- ☐ A Photographers are talented, driven, self-motivated individuals.
- ☐ B To begin, as one of our interns, you will learn to use state-of-the-art photography equipment to enhance your picture-taking skills.
- ☐ C You will help our professionals edit, crop, magnify, and enhance images with color corrections.
- ☐ D We have portrait, commercial, scientific, news, and fine arts photography.

Performance Indicator: 3001.5.10 Identify a false premise in text.

52. **Based on the speech, which sentence is a false premise?**

- ☐ A Professional photographers are employed to work in a variety of public events and venues.
- ☐ B High school students who intern at Vision Photography will be guaranteed studio employment.
- ☐ C Professional photographers are expected to comprehend the uses of several pieces of equipment.
- ☐ D High school students who intern at Vision Photography will experience working in a professional environment.

Performance Indicator: 3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.

53.

Based on the speech, what is the strongest argument for interning at Vision Photography?

- ☐ **A** Vision Photography internships enhance future careers.
- ☐ **B** Vision Photography offers a large number of internships.
- ☐ **C** Vision Photography interns use cutting-edge editing software.
- ☐ **D** Vision Photography teaches interns about operating a business.

Reporting Category: Language

Numbers 54 through 57

Performance Indicator: 3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.

54.

Which sentence shows correct verb usage?

- ☐ **A** Carmen has caught a fish at Briar Lake last weekend.
- ☐ **B** By Friday, Alex will have wrote a speech for debate class.
- ☐ **C** Jessica has chosen a puzzle book for her younger brother.
- ☐ **D** Last week, Brady will have rode his bike up the steep incline.

Performance Indicator: 3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.

55.

Read these sentences.

Phillip's favorite time of year was summer. He and his family would go to the beach. They would play in the sand and the surf.

Which revision best combines the ideas in a single complex sentence?

- ☐ A Phillip and his family would go to the beach, where they would play in the sand and the surf because Phillip's favorite time of year was summer.
- ☐ B Phillip's favorite time of year was summer because he and his family would go to the beach to play in the sand and the surf.
- ☐ C Phillip's favorite time of year was summer, and he and his family would go to the beach and play in the sand and the surf.
- ☐ D Phillip and his family would go to the beach in summer to play in the sand and the surf during his favorite time of year.

Performance Indicator: 3001.1.3 Use a variety of techniques to correct sentence fragments.

56.

Read the e-mail below.

I think we should go ahead and buy the tickets to see that band play next weekend. I have heard it's a great concert. Tons of fun with plenty of terrific music and a super light show. I will see you soon!

What is the best revision of the underlined words?

- ☐ A Tons of fun with plenty of terrific music and a super light show and I will see you soon.
- ☐ B A great concert and tons of fun with plenty of terrific music and a super light show.
- ☐ C We will have tons of fun with plenty of terrific music and a super light show.
- ☐ D No change

Performance Indicator: 3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).

57.

Read this sentence.

Just between you and I, the camping trip actually sounds like it will be fun.

Which pronoun best replaces the underlined word?

- ☐ A me
- ☐ B mine
- ☐ C myself
- ☐ D no change

Reporting Category: Writing and Research

Numbered 58 through 58

Performance Indicator: 3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.

58.

Read this sentence.

Desperate to meet her deadline, Maria quickly sorted and filed the papers scattered on her desk.

What is the most vivid replacement for the underlined word?

- ☐ A frantically
- ☐ B hurriedly
- ☐ C promptly
- ☐ D briefly

Read the poem and answer questions 59 through 64.

In Concert With the Night

- 1 I wander through my darkened home in search
Of soothing remedies to thirst and tired eyes.
In the glow of curtain-filtered street light,
I see it resting, waiting on its stand.
- 5 It draws me from my empty water glass
Toward its imperfect symmetry.
Its slim neck commands my left hand.
My right hand is drawn to its polished body.
- Its headstock gleams in the half light.
- 10 I wait patiently for an end to my elusive slumber.
Faintly, I hear the blend of undiscovered chords.
Faintly, I hear the ring of future compositions.
- I hear: *Come to me. Your thirst is not for water.*
I hear: *Come to me. We have places to peruse.*
- 15 I hear: *Come to me. We have phrases to pursue.*
I hear: *Come to me. This is where you belong.*
- I find a new purpose for my midnight wandering.
I find my most comfortable and familiar chair.
I tell myself that I will play briefly and quietly.
- 20 I tell myself that this is my decision.

Reporting Category: Literature
Numbers 59 through 61

Performance Indicator: 3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

59.

Which characteristic tells the reader that this is dramatic poetry?

- ☐ A expression of emotion
- ☐ B presence of a speaker
- ☐ C repetition of a phrase
- ☐ D narration of an event

Performance Indicator: 3001.8.7 Differentiate between mood and tone in poetry or prose.

60.

Which additional sentence matches the mood of the poem?

- ☐ A I want to shout and sing.
- ☐ B I strum harshly and quickly.
- ☐ C I let the music wash over me.
- ☐ D I return to my beckoning bed.

Reporting Category: Literature

Numbers 63 through 64

Performance Indicator: 3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

61.

Based on the entire poem, what does the last sentence indicate about the speaker?

- ☐ A He is sleepwalking.
- ☐ B He planned to wake up.
- ☐ C He prefers to be in bed.
- ☐ D He is mesmerized by music.

Reporting Category: Logic

Numbers 62 through 62

Performance Indicator: 3001.5.1 Make inferences and draw conclusions based on evidence in text.

62.

Which object does the poem's speaker pick up?

- ☐ A a guitar
- ☐ B a game
- ☐ C a trumpet
- ☐ D a notebook

Performance Indicator: 3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

63.

Read this sentence from the poem.

Its slim neck commands my left hand.

Which type of figurative language does the author use in this sentence?

- ☐ A simile
- ☐ B metaphor
- ☐ C hyperbole
- ☐ D personification

Performance Indicator: 3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.

64.

What does the empty water glass symbolize to the poem's speaker?

- ☐ A being lonely for company
- ☐ B being drained of energy
- ☐ C being deprived of music
- ☐ D being restless for sleep

Reporting Category: Writing and Research

Numbers 65 through 67

Performance Indicator: 3001.3.2 Choose the most effective order of sentences in a paragraph.

65.

Read these sentences.

(1) As Bobbie and his sister approached the dry riverbed, they realized that a large tree had fallen during the stormy winter and blocked the small tributary. (2) Upon exiting the car, Bobbie observed that the nearby river was running lower than usual. (3) Although disappointed that the river would not run directly in front of their campsite, the kids concluded that the dry area created a whole new place to explore. (4) After driving for nearly six hours, the Johnson family arrived at the campground.

Choose the correct order for these sentences.

- ☐ A 1, 3, 2, 4
- ☐ B 3, 1, 4, 2
- ☐ C 4, 2, 1, 3
- ☐ D 2, 3, 4, 1

Performance Indicator: 3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

66.

Read these sentences.

Jessica was hurrying home after school when she met her best friend, Annie. Annie planned to take a walk in the park that evening after dinner. She asked Jessica to come along.

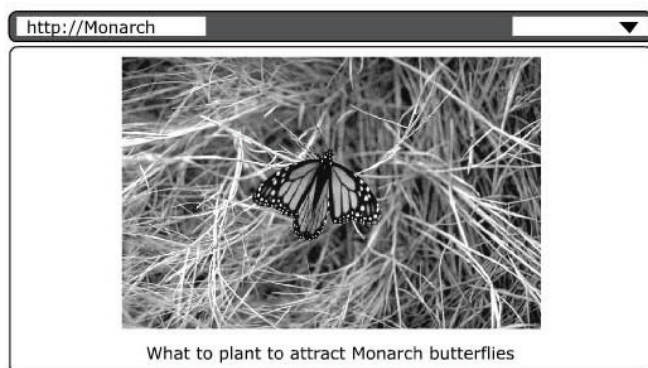
Which option best combines the sentences?

- ☐ A Jessica met her best friend Annie, who was hurrying home after school, and who then asked Jessica to take a walk in the park in the evening after dinner.
- ☐ B On the way home after school, Jessica and her best friend Annie, met, because they agreed that they would both take a walk in the park that evening after dinner.
- ☐ C While hurrying home after school, Jessica met her best friend Annie, who suggested that they take a walk in the park that evening after dinner.
- ☐ D Hurrying home after school, Jessica met her best friend Annie, who wanted to take a walk in the park after dinner, and then asked Jessica to join her later that evening.

Performance Indicator: 3001.3.10 Identify the targeted audience for a selected passage.

67.

Read the information from a Web site.



To see Monarch butterflies up close, consider making part of your backyard into a butterfly garden. Not only will you be adding beauty to your landscape, but you will also be replacing habitat that is often lost to urban growth. Your butterfly habitat should have a variety of native flowering plants. You should specifically make sure to plant milkweed, which Monarch caterpillars need for food. Avoid using insecticide, because it will kill your butterflies along with other insect pests.

Which person is in the target audience for this Web site?

- ☐ A an environmentalist working to save vanishing habitats
- ☐ B a student writing a research paper on flowering plants
- ☐ C a biology professor who studies Monarch butterflies
- ☐ D an amateur gardener who enjoys observing nature

Reporting Category: Logic

Numbers 68 through 68

Performance Indicator: 3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy) within a given argument.

68.

Read the paragraph.

Adam and Carmen are running against each other for student body president at Moorlands High School. In yesterday's debate, Adam claimed that Carmen's promise to change the school's start time to later in the morning is unrealistic. Carmen responded to Adam's statement by claiming that Adam had not properly done his research with the school board.

Which logical fallacy does the paragraph contain?

- ☐ A false dilemma: reducing an argument to two simplified and opposing ideas
- ☐ B personal attack: faulting an argument based on an attribute of the opponent
- ☐ C appeal to fear: creating confidence in one argument in reaction to fear of another
- ☐ D false analogy: assuming that one similarity in two things implies other similarities

Go On ►

Reporting Category: Informational Text

Numbers 69 through 69

Performance Indicator: 3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

69.

Read the following photography instructions.

When taking a picture of a group of people, be sure to consider arrangement and lighting. A group just staring at the camera will result in a very dull picture. If that group is also standing in front of an ugly background, then the picture will be dull and unattractive. With too much outdoor sun, your group will be obscured in shadows. Failing to use a flash indoors can create a similar result.

What is the organizational structure of these instructions?

- ☐ A sequential order
- ☐ B cause and effect
- ☐ C problem-solution
- ☐ D compare-contrast

Reporting Category: Communication and Media

Numbers 70 through 70

Performance Indicator: 3001.2.3 Distinguish between a critique and a summary.

70.

Which feature is included in a critique, but not a summary?

- ☐ A character analysis
- ☐ B plot line synopsis
- ☐ C list of characters
- ☐ D personal opinion

Reporting Category: Writing and Research

Numbers 71 through 72

Performance Indicator: 3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

71.

Read the sentence.

While Jim and Toby were similar in appearance, Toby was actually the oldest of the two brothers.

What is the correct replacement for the underlined word in the sentence?

- ☐ A more older
- ☐ B most old
- ☐ C older
- ☐ D old

Performance Indicator: 3001.4.3 Evaluate the reliability and credibility of sources for use in research.

72.

Which source would offer reliable and credible information to a student writing a research paper on strep throat?

- ☐ A a medical blog for people suffering from the illness
- ☐ B a paper written by a medical student ten years ago
- ☐ C a site that shares recently published medical journals
- ☐ D a common medical site that may be edited by any reader

Reporting Category: Literature

Numbers 73 through 75

Performance Indicator: 3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.

73.

Read these lines from a poem.

The darkness creeps out of my room,
Taking its wild noises and sinister whispers
To make room for the sun
That covers me with a blanket of warmth.

What does darkness most likely symbolize in the poem?

- ☐ A a fear of the unknown
- ☐ B a feeling of peace
- ☐ C a sense of hope
- ☐ D a loss of trust

Performance Indicator: 3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).

74.

Which lines of poetry include a slant rhyme?

- ☐ A Snow fell to the ground without a sound.
It silently dusted the sleeping earth.
- ☐ B Bolting quickly towards the tree
The frightened rabbit raced rapidly.
- ☐ C Drip, drip, drip, the rain strikes the window.
Drip, drip, drip, the rain loudly calls.
- ☐ D When the children had finally gone,
The playground was left empty and alone.

Performance Indicator: 3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).

75.

Read this paragraph.

Jeanette drove her car up to the curb outside her grandmother's house. She pictured herself as a five-year-old girl pulling roses off the bushes in the front yard. She smiled to herself as she stepped out of the vehicle and approached the front door.

Which literary element does the paragraph use?

- ☐ A parody
- ☐ B allegory
- ☐ C paradox
- ☐ D flashback

Form 1: English 1

Item Number	Correct Answer	Performance Indicator
1	A	3001.2.1 Identify the thesis and main points of a challenging speech.
2	A	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
3	D	3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.
4	A	3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
5	C	3001.5.10 Identify a false premise in text.
6	A	3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).
7	C	3001.3.13 Select the proper format to convey a set of work-related information.
8	B	3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
9	D	3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
10	C	3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).
11	C	3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.
12	D	3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).
13	B	3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
14	A	3001.4.1 Select the research topic with the highest degree of focus.

15	A	3001.2.3 Distinguish between a critique and a summary.
16	D	3001.1.3 Use a variety of techniques to correct sentence fragments.
17	A	3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
18	A	3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
19	D	3001.3.9 Identify a statement that reveals the writer's attitude.
20	A	3001.3.11 Determine the writer's purpose in a writing sample.
21	B	3001.4.2 Differentiate between primary and secondary sources.
22	D	3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
23	A	3001.1.3 Use a variety of techniques to correct sentence fragments.
24	B	3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
25	C	3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
26	B	3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).
27	A	3001.1.10 Recognize the correct placement of end marks with quotation marks.
28	B	3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
29	B	3001.3.9 Identify a statement that reveals the writer's attitude.

30	D	3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.
31	C	3001.3.13 Select the proper format to convey a set of work-related information.
32	B	3001.4.4 Evaluate the validity of Web pages as sources of information.
33	C	3001.4.6 Identify information that must be cited or attributed within a writing sample.
34	A	3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
35	C	3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
36	D	3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
37	C	3001.8.2 Differentiate among verbal, situational, and dramatic irony.
38	B	3001.8.7 Differentiate between mood and tone in poetry or prose.
39	D	3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
40	B	3001.8.14 Identify classical, historical, and literary allusions in context.
41	D	3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
42	A	3001.4.1 Select the research topic with the highest degree of focus.
43	D	3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).
44	B	3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.

45	A	3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
46	A	3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
47	D	3001.2.1 Identify the thesis and main points of a challenging speech.
48	A	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
49	D	3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).
50	D	3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).
51	A	3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
52	B	3001.5.10 Identify a false premise in text.
53	A	3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.
54	C	3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
55	B	3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.
56	C	3001.1.3 Use a variety of techniques to correct sentence fragments.
57	A	3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).
58	A	3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.

59	D	3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
60	C	3001.8.7 Differentiate between mood and tone in poetry or prose.
61	D	3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
62	A	3001.5.1 Make inferences and draw conclusions based on evidence in text.
63	D	3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
64	D	3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.
65	C	3001.3.2 Choose the most effective order of sentences in a paragraph.
66	C	3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
67	D	3001.3.10 Identify the targeted audience for a selected passage.
68	B	3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy) within a given argument.
69	B	3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
70	D	3001.2.3 Distinguish between a critique and a summary.
71	C	3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
72	C	3001.4.3 Evaluate the reliability and credibility of sources for use in research.
73	A	3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.

74	D	3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).
75	D	3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).

Reporting Category 1: Language

Item Number	Correct Answer	Performance Indicator
16	D	3001.1.3 Use a variety of techniques to correct sentence fragments.
17	A	3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
18	A	3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
23	A	3001.1.3 Use a variety of techniques to correct sentence fragments.
24	B	3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
25	C	3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
26	B	3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).
27	A	3001.1.10 Recognize the correct placement of end marks with quotation marks.
35	C	3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
54	C	3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
55	B	3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.
56	C	3001.1.3 Use a variety of techniques to correct sentence fragments.
57	A	3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).

Reporting Category 2: Writing and Research

Item Number	Correct Answer	Performance Indicator
7	C	3001.3.13 Select the proper format to convey a set of work-related information.
13	B	3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
14	A	3001.4.1 Select the research topic with the highest degree of focus.
19	D	3001.3.9 Identify a statement that reveals the writer's attitude.
20	A	3001.3.11 Determine the writer's purpose in a writing sample.
21	B	3001.4.2 Differentiate between primary and secondary sources.
28	B	3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
29	B	3001.3.9 Identify a statement that reveals the writer's attitude.
30	D	3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.
31	C	3001.3.13 Select the proper format to convey a set of work-related information.
32	B	3001.4.4 Evaluate the validity of Web pages as sources of information.
33	C	3001.4.6 Identify information that must be cited or attributed within a writing sample.
34	A	3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
36	D	3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
42	A	3001.4.1 Select the research topic with the highest degree of focus.

58	A	3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
65	C	3001.3.2 Choose the most effective order of sentences in a paragraph.
66	C	3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
67	D	3001.3.10 Identify the targeted audience for a selected passage.
71	C	3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
72	C	3001.4.3 Evaluate the reliability and credibility of sources for use in research.

Reporting Category 3: Communication and Media

Item Number	Correct Answer	Performance Indicator
1	A	3001.2.1 Identify the thesis and main points of a challenging speech.
2	A	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
8	B	3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
15	A	3001.2.3 Distinguish between a critique and a summary.
22	D	3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
43	D	3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).
45	A	3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
46	A	3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
47	D	3001.2.1 Identify the thesis and main points of a challenging speech.
48	A	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
49	D	3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).
70	D	3001.2.3 Distinguish between a critique and a summary.

Reporting Category 4: Logic

Item Number	Correct Answer	Performance Indicator
3	D	3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.
4	A	3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
5	C	3001.5.10 Identify a false premise in text.
6	A	3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).
44	B	3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.
50	D	3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).
51	A	3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
52	B	3001.5.10 Identify a false premise in text.
53	A	3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.
62	A	3001.5.1 Make inferences and draw conclusions based on evidence in text.
68	B	3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy) within a given argument.

Reporting Category 5: Informational Text

Item Number	Correct Answer	Performance Indicator
69	B	3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

Reporting Category 6: Literature

Item Number	Correct Answer	Performance Indicator
9	D	3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
10	C	3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).
11	C	3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.
12	D	3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).
37	C	3001.8.2 Differentiate among verbal, situational, and dramatic irony.
38	B	3001.8.7 Differentiate between mood and tone in poetry or prose.
39	D	3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
40	B	3001.8.14 Identify classical, historical, and literary allusions in context.
41	D	3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
59	D	3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
60	C	3001.8.7 Differentiate between mood and tone in poetry or prose.
61	D	3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
63	D	3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

64	D	3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.
73	A	3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.
74	D	3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).
75	D	3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).